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THE CLASSICAL WEEKLY

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The fourth annual meeting of the Classical Association of the Atlantic States was held at The College of the City of New York on April 22-23. In many respects the meeting was a pronounced success; indeed, so far as I am competent to judge, it was as successful as could have been desired, save in one point: the attendance was not as large as might have been expected in view of the great number of teachers of the Classics resident in and near New York. However, more than 150 different persons at least were in attendance at various times, and over one hundred were present at one session. Many of these came from a distance in New York, New Jersey and Pennsylvania.

The dinner in the Faculty Dining Room at The College of the City of New York, on Friday evening, and the luncheon generously given by the College on Saturday afforded excellent opportunities for meeting those who were in attendance, opportunities which added enormously to the pleasure of those who availed themselves of them. The classical staff of the College—and more especially Professor Edmund Burke—did everything that was possible for the comfort of those in attendance. Finally, perfect weather lent the final charm to a meeting which many will long remember.

In this account of the meeting I shall speak first of certain items of business. The Executive Committee voted to pay out of the Association's funds the expenses incurred by two of our Delegates on the Commission on College Entrance Requirements in Latin. These two members were representatives of the schools; the expenses of the college representatives had been met by the institutions they represented. The membership of the Association at the time of the meeting was reported as 528, a gain of 103 over last year. The membership is thus, it will be noticed, steadily increasing; two years ago it was 250, last year it was 425, this year it is 528. Of the latter number over 200 have already paid their dues for the year on which we are just entering, and over 20 others have certified to their desire to continue their membership, though the new year does not actually begin till May 1. Some losses there inevitably are every year—some members remove beyond our territory or give up teaching; in other cases illness or matrimony depletes our ranks. Yet we already have for the coming year 21 new members to offset such prospective losses.

What is needed here is coöperation on the part

of the members and officers. Some members can be secured by means of circulars; that work can be done most effectively from the office of the Secretary-Treasurer. But many members can be got by personal solicitation—each of us has friends or acquaintances or former pupils, not necessarily teachers but lovers of the Classics, who by a word at the right time can be induced to become members. It is worth while to remember here that membership in the Association carries with it substantial advantages even if one can never attend the annual meetings. There is, for example, the very tangible advantage of THE CLASSICAL WEEKLY. The editorial heart is cheered constantly by the good things said of the paper, of its definite usefulness to those to whom it seeks to minister. There is another tangible and material advantage, in the opportunity given to members to subscribe to The Classical Journal and Classical Philology at one-third less than the regular price, a reduction which, for the two Journals together, amounts to two-thirds of the annual dues to our Association and subscription to THE CLASSICAL WEEKLY combined. For the year just closing 6 members subscribed through the Secretary-Treasurer (all such subscriptions must be made through him) for Classical Philology alone, 40 to The Classical Journal alone, and 81 for both Journals, making a total of 87 members subscribing in this way for Classical Philology and 121 for The Classical Journal. But aside from these advantages there are others which, though not tangible or to be valued in terms of money, are none the less important. Classical teachers need to organize, to avoid isolation and the stagnation that isolation brings, to gain the stimulus that comes from contact with others working in a kindred field; they need to organize also to present a phalanx array to the opponents of the Classics, both the determined opponents whose opposition is based on grounds of importance and the unthinking, who, dressed in a little brief authority as principals or superintendents, deal the Classics a blow wherever they can—in ignorance often pitiable but none the less hurtful to our cause. A powerful organization devoted to the cause of the Classics, affiliated with other like powerful organizations, might do much to guide public opinion and to win fair play for classical interests. I often wonder, with a wonder akin to amazement, that such considerations as these do not impress themselves more readily on teachers and

friends of the Classics. Let us do what we can to make others feel these considerations, setting before ourselves the ambition of enlarging our membership in the year just opening to 750 at least.

The programme seemed to me (though perhaps I am prejudiced) a good one. An attempt had deliberately been made to keep the pedagogical side of our interests, for this meeting at least, in the background; variety has its charms. Yet the pedagogical was not neglected. Greek had a fair place. Matters definitely literary, as well as matters of pure research and text-criticism, also found room. All of the papers had interest for some of the audiences, and some of the papers interest for all. At the risk of seeming to make invidious distinctions I remark that we were singularly fortunate in the admirable address delivered by Dr. Edward Robinson on Classical Art in the Metropolitan Museum, explaining in detail the aims and purposes of the Trustees of the Museum and of those more directly in charge, and setting forth what progress has been made toward the realization of these aims.

It may be noted here that the Association has a comfortable balance in its treasury, that the subscription list proper to *THE CLASSICAL WEEKLY* (i. e. subscriptions by non-members) is steadily growing, and that the third volume of the paper can readily be paid for in full. The Association also owns, in connection with the paper, property which cost nearly one hundred and fifty dollars.

Resolutions were adopted extending the hearty thanks of the Association to the authorities of The College of the City of New York, for the courtesies shown, and to those who had contributed by their papers to the success of the meeting. Dr. James J. Robinson, of the Hotchkiss School, Lakeville, Conn., was present as delegate from The Classical Association of New England; Professor J. E. Harry, of the University of Cincinnati, represented the Classical Association of the Middle West and South.

The following officers were elected: President, J. B. Hench, Shadyside Academy, Pittsburgh; Secretary-Treasurer, Charles Knapp, Barnard College; Vice-Presidents, P. O. Place, Syracuse University, William F. Tibbetts, Erasmus Hall High School, Brooklyn, William F. Little, Elizabeth, B. W. Mitchell, Philadelphia, R. B. English, Washington, Pa., Mary Harwood, Girls Latin School, Baltimore, Thomas W. Sidwell, Washington, D. C.; Editors of *The Classical Weekly*, Gonzales Lodge, Charles Knapp, Ernst Riess, Harry L. Wilson.

LATIN IN SECONDARY SCHOOLS. IV

THE FOURTH YEAR

(See pages 140-142, 154-156, 210-212.)

In one respect the fourth year in our school differs materially from the work of the ordinary preparatory school. As stated in my third article,

the requirements of city and state are satisfied with three years' work in a foreign language. Hence, many of our students discontinue the study of Latin after completing the Cicero. Of about 120 students at the end of the third year not more than 60 take up the Aeneid. In part these are boys who intend to go to college, in part students who continue the study of Latin because they have become interested in the language. In either case the survivors from the first three years are to a certain extent the exceptional students. The advantage accruing from this fact is all the less to be despised, because more than ever we feel during this year that the course is overloaded. In the first place, the time at our disposal is now cut down from five to four periods a week. In the second place, with all the care employed in advising students during our stay with us, there are always numerous odds and ends of required work to be made up, so that most of our seniors carry a very heavy program. The problem is furthermore complicated during the second half of the year by the fact that students admitted in February and intending to enter college in September are anxious to 'double up' in certain subjects, in order to complete their course in three and a half years. This is done chiefly in English, American History and Latin. In both the former subjects, I suppose, the difficulty is felt less, on account of the non-continuous character of the work. But we feel it very keenly, for the exigencies of the program in a large institution do not allow us to do the natural thing, namely to put these boys through an eight period course. That would be an easy solution, and would have the additional advantage that a very large amount of the reading would have to be at sight, or with the preparation done in class. As it is, however, these unfortunates must from the outset follow the work not only of the class beginning Vergil, but also that of the second half. In their case, I am afraid, the work is very largely of the cramming character, and is assisted—very excusably—by the 'translation'.

Hurry, then, is more than ever our watchword during the fourth year. This is all the more unfortunate, as we honestly would like to make the study of Vergil what it deserves to be, the crowning glory of the course. We try to go slowly at the beginning, in order to give a firm grounding, but we have to increase the work during the last half year very much, and at present, for example, I am trying to work each period through at least fifty verses. While the boys stand up fairly well under the strain, as teacher I am but very little satisfied with the result. In addition to the great amount of reading matter, we must not overlook a supplementary drill in composition work. Under the syllabus, this is now cut down to the equivalent of one recitation every two weeks; but, even so, my feeling